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Health education aims to influence the attitudes and behavior of students so that they will assume more responsibility for their own health, the health of their families, and the health of the community. Suggestions and charts are given about the areas which should be covered for grades one through eight. A detailed outline is presented which treats: the areas of the body; human growth; community health; safety and first aid; and alcohol, narcotics, and tobacco. Separate guides are given for the primary, intermediate, and upper grades. Student concepts are discussed in each grade of each separate area of health; suggested activities are presented. In grades one through three, for example, games, poems, and exercises are outlined. The long-range goal of health education is the attainment of desirable, wholesome, and effective ways of individual living through constant communication between the home and school. A list of books for children and teachers is included. Local sources of teaching helps and materials available for teachers are given.

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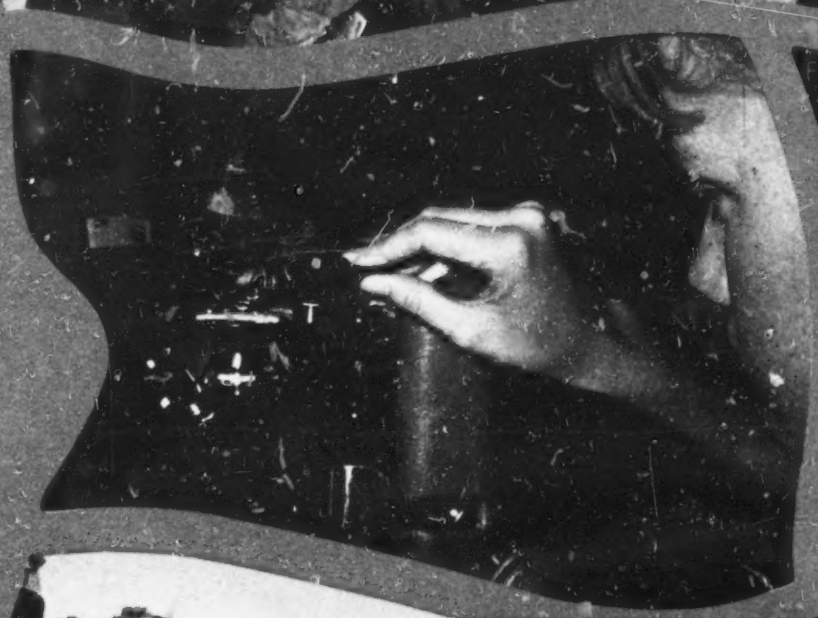

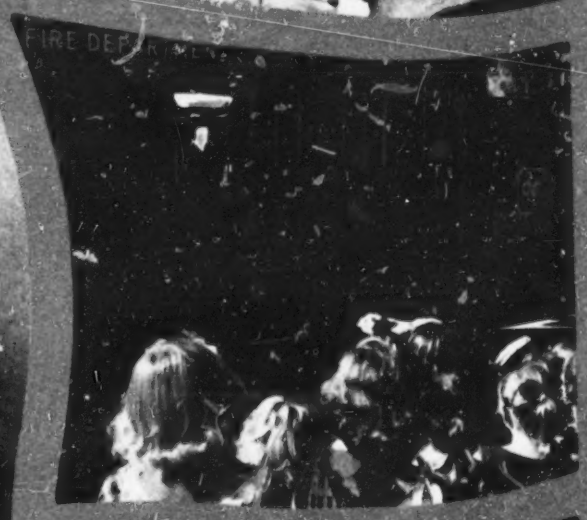

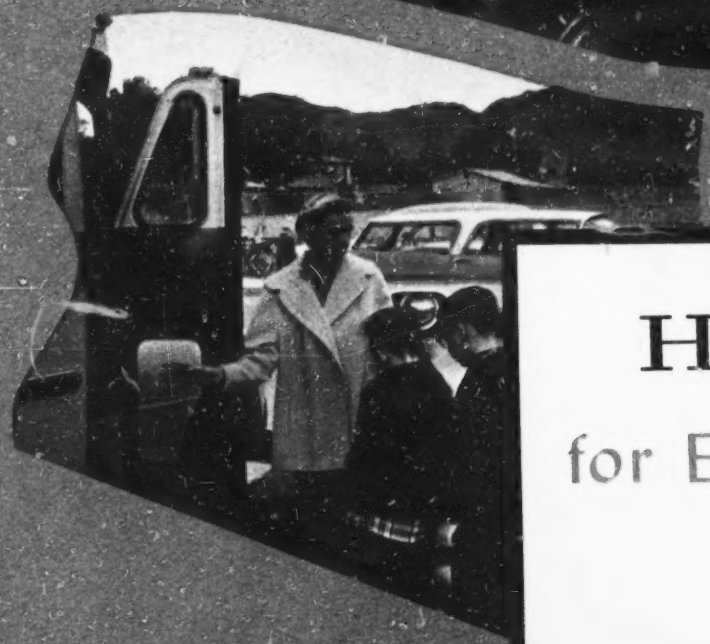

HEALTH GUIDE

for ELEMENTARY SCHOOLS of

ARIZONA

ADAMS STATE COL

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Our Cover . . .

OUR COVER depicts the Health Education Program in action around the State of Arizona. The pictures graphically portray that education in the area of health is successful only if put to practical use in the school and community.

Foreword . . .

SCHOOLS HAVE BEEN increasingly concerned over the years with the full lives of boys and girls and with the environment in which they develop.

Screening tests of physical fitness, from elementary children to the induction centers of our armed services have shown the need for a sound program in health and physical education. Beginning in the elementary levels school programs should improve the health habits of youngsters as one of the cardinal principles of elementary education supplemented by physical aspects of fitness as part of total fitness.

This guide for teaching health education in the elementary schools of Arizona is presented to aid schools in developing a health program that will make operational the increasing knowledge in the field of health.

The development of this guide by teachers of Arizona was made possible through the fine cooperation of the Boards of Trustees and Superintendents throughout the State.

The State Department of Public Instruction is indebted to the members of the Health Committee for their dedication and efforts in developing this guide.

W. W. Dick

W. W. "SKIPPER" DICK
Superintendent of Public Instruction

ED002332

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State Board of Education and Superintendent's Office
Inside Front Cover

Health Committee Members
Inside Back Cover

THIS GUIDE IS PUBLISHED IN APRIL, 1963, BY THE OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR USE OF ELEMENTARY SCHOOLS IN ARIZONA.

Philosophy

HEALTH EDUCATION is basic to the life of the school child. It aims to influence the attitudes and behavior of the student so that he will gradually take more and more responsibility for his own health, and the health of his family and the community.

This **Guide for Teaching Health** has been designed to provide the classroom teacher with suggestions regarding the scope and sequence of an eight-year plan for instruction. The detailed outline provides for an area-by-area and grade-by-grade guide. It possesses the flexibility necessary to aid the classroom teacher to meet student needs in a world which provides rapid and dramatic changes with respect to health and disease.

The areas treated by this guide include (1) The Body, (2) Human Growth, (3) Community Health, (4) Safety and First Aid, and (5) Alcohol, Narcotics and Tobacco. The instructional materials and suggestions are in harmony with the general objectives of the Department of Public Instruction with respect to elementary schools.

The success of the health instruction program depends on the interest and ability of the individual classrom teacher who is considered the one possessing the most important role influencing the attitudes and health habits of elementary school students.

Introduction to . . .

Scope and Sequence CHARTS

THE HEALTH CURRICULUM GUIDE Committee has attempted to identify the major areas of concern in a health education program. In establishing grade level recommendations for the introduction and teaching of this material the committee was cognizant of the need for adjustment at the local school district level according to the needs of the students.

No attempt has been made to identify the individual who should be responsible for teaching the health program as this will be determined by local school policy. In most cases it will be the homeroom teacher who must accept the responsibility for seeing that a well rounded and continuous program is presented to the children.

The program was designed so that the majority of children should be able to gain the concepts necessary for applying health information to their daily lives.

No chart of this type can be all inclusive and as additional needs are encountered they should be added.

CHARTS FOLLOW . . . . . NEXT FOUR PAGES →

The BODY

KEY TO SYMBOLS:

R — READINESS
I — INTRODUCE
T — TEACH
M — MAINTAIN
O — OPTIONAL

AREA TO BE TAUGHT — Grade:	1	2	3	4	5	6	7	8
I. **BODY**								
A. STRUCTURE								
1. **Skeleton**								
a. Purpose								
1. Protection of organs	R	R	I	T	M	M	M	M
2. Framework	R	R	I	T	M	M	M	M
3. Posture	R	R	I	T	M	M	M	M
b. Bone								
1. Hard substance					I	T	M	M
2. Spongy material							T	M
3. Marrow							T	M
2. **Joints**								
a. Functions								
1. Connecting				I	T	M	M	M
2. Provide flexability					I	T	M	M
3. Provide movement				I	T	M	M	M
b. Construction								
1. Ball and socket				I	T	M	M	M
2. Hinge				I	T	M	M	M
3. Gliding								T
3. **Muscles**								
a. Types								
1. Smooth							I	T
2. Striated							I	T
3. Cardiac							I	T
b. Purpose								
1. Move bones			R	I	T	M	M	M
2. Provide protection						I	T	M
3. Release heat								T
c. Development								
1. Develop according to use and function			R	I	T	M	M	M
2. Constructed of individual fibers								I
B. FUNCTIONS								
1. **Systems**								
a. Nervous								
1. Parts								
a. Brain			R	R	I	T	M	M
b. Spinal cord				R	R	I	T	M
c. Nerves				R	R	I	T	M
2. Purpose								
a. Sensory							T	M
b. Meter							T	M
c. Autonomic								
1. Sympathetic							T	M
2. Para sympathetic							T	M
b. Respiratory								
1. Structure								
a. Nose					T	M	M	
b. Larynx					T	M	M	
c. Windpipe					T	M	M	
d. Bronchial Tubes					T	M	M	
e. Lungs			R	I	T	M	M	
f. Air Sacs					T	M	M	
2. Function								
a. Supply oxygen				I	T	M	M	
b. Carry away carbon dioxide				I	T	M	M	

AREA TO BE TAUGHT — Grade:	1	2	3	4	5	6	7	8
c. Circulatory								
1. Structure and Function			R	I	T	M	M	
a. Heart				I	T	M	M	
b. Blood				I	T	M		
c. Arteries				I	T	M		
d. Veins					I	T	M	
e. Capillaries								
d. Digestion								
1. Structure and function			R	I	T	M	M	M
a. Salivary glands				I	T	M	M	M
b. Esophagus			R	I	T	M	M	M
c. Stomach				I	T	M	M	M
d. Small intestine				I	T	M	M	M
e. Large intestine								
e. Glands					R	I	T	M
1. Types					R	I	T	M
2. Structure							T	M
3. Location							T	M
4. Function								
f. Reproductive						O	O	O
1. Structure						O	O	O
2. Function								
C. SPECIAL AREAS								
1. **Eyes**				I	T	M		
a. Structure				I	T	M		
b. Functions				M	M	M		
c. Care and protection	I	T	M					
2. **Ears**				I	T	M		
a. Structure				I	T	M		
b. Function				M	M	M		
c. Care and protection	I	T	M					
3. **Teeth**				M	M	M		
a. Structure	R	I	T	M	M	M		
b. Function	R	I	T	M	M	M	M	M
c. Care and protection	R	I	T					
4. **Feet**							T	M
a. Structure			R	I	T	M	M	M
b. Care and protection								
5. **Skin**					T	M	M	M
a. Structure				I	T	M	M	M
b. Function				I	T	M	M	M
c. Care and protection								
D. CARE OF BODY								
1. **Nutrition and Food**								
a. Good Eating Habits and Attitudes	I	T	M	M	M	M	M	M
b. Basic Families of Food	I	T	M	M	M	M	M	M
c. Preparation and Storage			I	T	M	M	M	M
d. Special Diets							T	M
2. **Cleanliness**								
a. Body								
1. Hands and nails								
a. How	I	T	M	M	M	M	M	M
b. Why	I	T	M	M	M	M	M	M
c. When	I	T	M	M	M	M	M	M
2. Bathing								
a. How	I	T	M	M	M	M	M	M
b. Why	I	T	M	M	M	M	M	M
c. When	I	T	M	M	M	M	M	M
3. Proper Toilet Habits								
a. Independence and Regularity	T	M	M	M	M	M	M	M
b. Use of Rest Rooms	T	M	M	M	M	M	M	M
b. Clothing								
1. Importance of Clean Clothes			R	I	T	M	M	M
2. Pupil Responsibility	R	I	T	M	M	M	M	M
E. PHYSICAL FITNESS								
Play and Recreation								
1. **Proper Exercise for Healthful Growth**								
a. Games and activities	T	M	M	M	M	M	M	M
b. Proper Exercise for Large and Small Muscle Development						I	T	M
c. Recognize individual differences	R	R	R	R	R	I	T	M
2. **Rest, Sleep and Relaxation**								
a. Importance of sleep								
1. Number of hours	I	T	M	M	M	M	M	M
2. Physical Environment			R	I	T	M	M	M
b. Importance of rest and relaxation	R	R	R	R	I	T	M	M

HUMAN GROWTH

AREA TO BE TAUGHT — Grade:	1	2	3	4	5	6	7	8
II. **HUMAN GROWTH**								
A. PHYSICAL DEVELOPMENT								
1. Age				R	I	T	M	M
2. Sex				R	I	T	M	M
3. Heredity							T	M
4. Environment							T	M
B. MENTAL DEVELOPMENT								
1. **Mental Health**								
a. Problem solving	R	R	R	T	M	M	M	M
b. Sense of values	R	R	R	T	M	M	M	M
c. Individual initiative	R	R	R	T	M	M	M	M
2. **Emotional and Social Health**								
a. Basic needs								
1. Love and Affection	R	R	R	R	R	I	T	M
2. Acceptance	R	R	R	R	R	I	T	M
3. Achievement	R	R	R	R	R	I	T	M
4. Self Acceptance	R	R	R	R	R	I	T	M
5. Self Expression	R	R	R	R	R	I	T	M
6. Adaptability	R	R	R	R	R	I	T	M
7. Sense of Humor	R	R	R	R	R	I	T	M
b. Understanding causes — (effects and controls of emotions)								
1. Anger and Joy	R	R	R	R	R	R	I	T
2. Fears and Frustrations	R	R	R	R	R	R	I	T
3. Success and Failure	R	R	R	R	R	R	I	T
4. Mistakes and Perfection	R	R	R	R	R	R	I	T
5. Rejection-Acceptance	R	R	R	R	R	R	I	T
6. Jealousy and Envy	R	R	R	R	R	R	I	T
7. Disappointment	R	R	R	R	R	R	I	T
C. Human Relations								
1. Growing in Independence and Self Direction	T	M	M	M	M	M	M	M
2. Respecting Others	T	M	M	M	M	M	M	M
3. Living within the Rules of Society	T	M	M	M	M	M	M	M
4. Functioning Within Group Activities	T	M	M	M	M	M	M	M
5. Realizing value of Personal Appearance	T	M	M	M	M	M	M	M

COMMUNITY HEALTH

AREA TO BE TAUGHT — Grade:	1	2	3	4	5	6	7	8
III. **COMMUNITY HEALTH**								
Home — School — Public								
A. COMMUNICABLE DISEASE								
1. **Characteristics** (common)				R	R	I	T	M
2. **Prevention and Control**								
a. Isolation	R	R	R	I	T	M	M	M
b. Immunization	R	R	I	T	M	M	M	M
B. ENVIRONMENTAL SANITATION								
1. **Water and Food**				I	T	M	M	M
2. **Sewage and Garbage**				R	I	T	M	M
3. **Air Pollution**							T	M
C. INFORMATION AND SERVICE RESOURCES								
1. **School Nurse**	T	M	M	M				
2. **Governmental Agencies**						I	T	M
a. National								
b. State								
c. County								
3. **Non-Governmental Agencies**						I	T	M
a. Voluntary, such as Cancer, T.B. and Heart, etc.							T	M
b. Professional such as Physicians, Dentists, Hospitals, etc.	T	M	M	M	M	M	M	M
c. Service Organizations, such as Lions Clubs, etc.							T	M
D. MAJOR HEALTH FADS AND PROBLEMS						I	T	M

SAFETY and FIRST AID

AREA TO BE TAUGHT — Grade:	1	2	3	4	5	6	7	8
IV. SAFETY AND FIRST AID								
A. SAFETY								
1. **Home**	T	M	M	M	M	M	M	M
2. **School**	T	M	M	M	M	M	M	M
3. **Traffic**	T	M	M	M	M	M	M	M
a. Walking on streets and sidewalks								
b. Riding bicycles								
c. School bus	T	M	M	M	M	M	M	M
4. **Recreation**								
5. **Emergencies**								
a. Fire drills	T	M	M	M	M	M	M	M
b. Disaster control program	O	O	O	O	O	O	O	O
B. FIRST AID							T	M
1. **Importance**							O	O
2. **Jr. Red Cross Course or Equivalent**								

ALCOHOL, NARCOTICS, TOBACCO

AREA TO BE TAUGHT — Grade:	1	2	3	4	5	6	7	8
V. ALCOHOL, NARCOTICS, DRUGS AND TOBACCO								
A. ALCOHOL								
1. **Kinds and Usage**				R	R	I	T	M
a. Medicinal				R	R	I	T	M
b. Industrial				R	R	I	T	M
c. Beverage								
2. **Effects**								
a. Body				R	R	I	T	M
1. Vital organs				R	R	I	T	M
2. Nervous system				R	R	I	T	M
3. Resistance to disease				R	R	I	T	M
4. Judgment				R	R	I	T	M
5. Reaction Time				R	R	I	T	M
6. Habit forming						R	I	T
b. Social						R	I	T
1. Morals						R	I	T
2. Personality change								T
3 Accident rate								T
3. **Alcoholism**								T
a. Family neglect								T
b. Crime								T
c. Economic loss				R	R	I	T	M
4. **Legal Implications**						I	T	M
B. NARCOTICS AND DRUGS						I	T	M
1. **Values**						I	T	M
2. **Dangers**						I	T	M
a. Effects on body								
b. Addiction						I	T	M
c. Social implication						I	T	M
1. Moral deterioration						I	T	M
2. Crime						I	T	M
3. Economic loss								
3. **Legal Implication**								
C. TOBACCO								
1. **Effects on Body**				R	R	I	T	M
a. Respiratory				R	R	I	T	M
b. Heart				R	R	I	T	M
c. Sense of taste and smell				R	R	I	T	M
d. Nervous system								
2. **Problems Related to Smoking**				R	R	I	T	M
a. Habit forming				R	R	I	T	M
b. Fire hazard				R	R	I	T	M
c. Social pressure								

a GUIDE for teaching

HEALTH

The BODY

THE ULTIMATE GOAL of all health teaching should be the attainment of desirable, wholesome and effective ways of individual living. This can be accomplished only through constant communication between the home and school within the community.

Successful teaching of health in the elementary grades requires instruction which gradually increases understanding of the human body, and which emphasizes desirable practices to maintain its maximum efficiency.

This guide has listed those areas most often included in Health and Safety programs throughout the elementary grades. By the time the students are ready for secondary education, they should have a sound knowledge of themselves as living organisms, and of the factors which affect their health and growth.

The student should be helped to realize, through comparison with modern advances of scientific discovery in the universe, that the human body is even more fascinating than any now unknown worlds that may be explored. With this realization should come a conviction that his own body is his most precious possession and, as such, is worthy of the utmost care and protection.

Boys and girls have a natural curiosity about their bodies. They are eager to learn how they are made, how they function, and how they grow. Their need for greater understanding increases as they mature.

Using this natural interest as a basic factor of the health program, we should build sound concepts of individual responsibility for personal health, as well as a broad sense of community responsibility for the health of all its members.

Above all, the conviction must be instilled in all boys and girls that a healthy body and a healthy mind make a happy person, and that most of the true pleasures in life depend upon good health. They must know that life is broadened and enriched by good health practices. A healthy body should be cherished and used with discretion.

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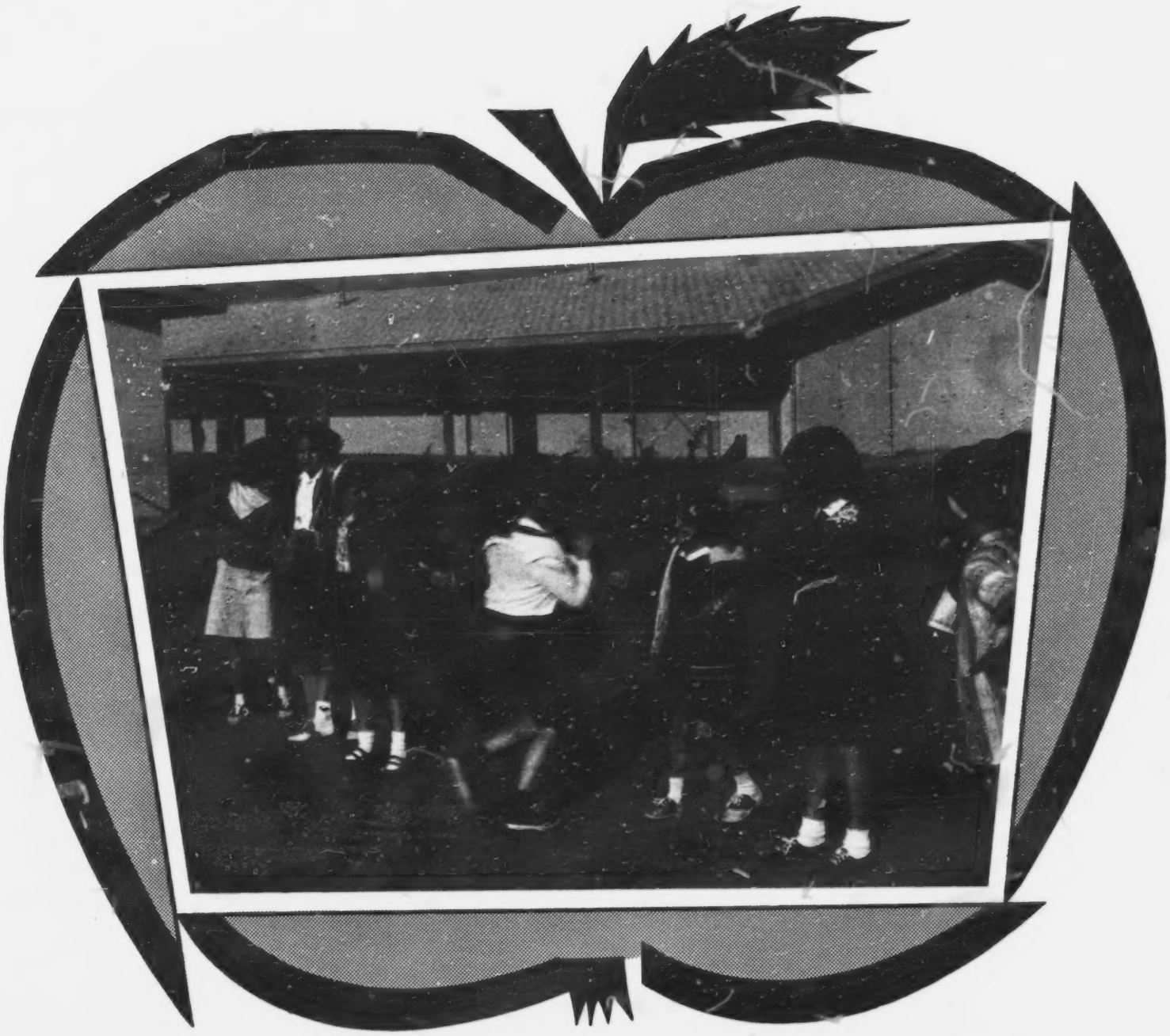


RY GRADES

The BODY

Student Concepts

GRADE 1

Discussion of the major parts of the body and their purpose.
Emphasize the need for good posture.
Discuss growth patterns.
Introduce the importance of care and protection of eyes.
Discuss how to protect ears from injury.
Discuss proper habits of brushing the teeth.
Discuss that first teeth come out and new teeth grow in their place.
Introduce the importance of a good breakfast, lunch and dinner.
Discuss the fun of trying new foods.
Introduce basic foods.
Encourage self reliance in body cleanliness.
Establish self reliance in proper toilet habits.
Teach proper use of rest room.
Begin an organized physical activity program.
Emphasize large muscle activities.
Discuss the need for sufficient rest and sleep for body growth.

GRADE 2

Discuss major parts of the body and how they are developed.
Develop good body posture.
Teach the importance of avoiding eye strain.
Develop awareness of the relationship of sound to ears.
Emphasize proper habits of brushing the teeth.
Discuss care of permanent teeth.
Discuss proper foods in relationship to good teeth.
Discuss the need for regular dental checkups.
Emphasize the importance of a good breakfast, lunch and dinner.
Teach the basic food groups.
Impress that good habits of cleanliness and neatness are desirable for personal comfort, the prevention of disease and group approval.
Encourage proper toilet habits.
Stress proper use of rest room facilities.
Have fun playing and creating games with group.
Continue organized physical activity program for muscular development.
Teach the need for sufficient rest and sleep.

GRADE 3

Recognize the need for a strong body.
Cultivate a feeling for good body balance, or posture.
Discuss the bones of the body.
Learn about the work and development of the muscles.
Discuss the brain as the center for receiving and sending messages.
Discuss the basic purposes of the lungs, heart and stomach.
Stress the value of eye examination and correction.
Emphasize the care and protection of the ears.
Stress proper habits of brushing teeth.
Stress importance of the care of permanent teeth.
Discuss proper diet.
Emphasize need for regular dental checkup.
Discuss the need for properly fitted shoes and socks.
Emphasize the importance of a good breakfast, lunch and dinner.
Stress that the body needs vitamins, minerals, protein and carbohydrates for growth and good health.
Introduce proper handling of food.
Emphasize food aids in body regulation.
Encourage the formation of habits of self appraisal, cleanliness and good grooming.
Re-teach the proper use of rest room facilities.

Pictures, Charts and Discussions of THE BODY

★ TOOTH BUILDERS

Materials: Two flannelboards, construction paper, magazine pictures of foods, sandpaper, felt or suede strips for backing pictures.

PROCEDURE: Two flanelboards are placed at opposite sides of the classroom, or side by side. One board is divided into two sections. One section shows "Foods for Good Teeth". The other section shows "Food for Bad Teeth". The second flanelboard entitled "Foods" shows pictures of many kinds of food in no distinct order. Names of vegetables may be substituted for pictures.

Call a child's name and the name of a vegetable. The child finds the vegetable picture or name on the food board and transfers it to its proper place on the opposite flannelboard. To stimulate interest, pupils may be grouped in teams. The first side to transfer the foods correctly or with the least number of errors wins.

★ STICKMEN

Materials: Pipe cleaners for each child.

PROCEDURE: Make stickmen. Bend to show good and poor posture. Can be displayed on a bulletin board.

★ MURAL

Materials: Paper plates, crayons, yarn, paste, felt, and scissors.

★ ACROSTIC

PROCEDURE: Writing acrostics will stimulate interest in any unit of study. They can be especially useful to motivate health-building projects. The teacher can explain that an acrostic is a composition, usually in verse, in which certain letters of a line, when taken in vertical order, form one or more words. The initial letters in the following lines form the word "posture". If desired, the word can be emphasized by using color or design.

P roper posture looks so good
O n everyone, as it really should
S it, stand, walk, or run
T o have good posture helps everyone
U p toward the sky, and tall as can be
R efusing to "slump" or to "hump".
E liminate these, and there is the key.

★ SHADOW PLAY

Materials: Shadow screen (a bed sheet may be used), lights and equipment necessary for the demonstration.

PROCEDURE: This is an excellent way for children to compare and dramatize good and bad posture. A narrator, chosen by the group, discusses various aspects of maintaining good posture while standing, siting, walking, and reading. As the narrator discusses each posture, a pupil standing behind the screen will demonstrate poor posture; and at the same time another will demonstrate proper posture. The positions of narrator and shadow-casters can be changed so that all children participate.

TURN PAGE FOR MORE 'ACTIVITIES'

The BODY

Student Concepts

(CONTINUED)

★ EXERCISES

Exercises to promote a coordinated program of physical fitness beginning in first grade.

DUCK WALK

The child assumes a deep knee-bend position, places his hands on his hips, and attempts to walk forward on his toes. He will be able to perform this stunt well only if the knees are turned outward as far as possible, the body is in a full squat position, and the back is straight. The movement stimulates a duck waddle and children can dramatize it by quacking and waving the elbows to imitate the flapping of wings.

CRAB WALK

Deep knee bend position. Let hands fall back behind the body. The hands and feet will support the body. Walk backwards on hands and feet.

INCH WORM

The child leans in prone position, hands on the floor and legs stretched out straight behind him. Keeping his hands stationary he walks forward feet to hands. Then keeping his legs straight, he walks forward with his hands, returning to the starting position.

CAMEL HUMP

On your hands and knees. Keep your head up. Pretend you are a camel. Hump your back. Let all your muscles sag in the middle. Raise your back and then let your body sag again.

SIDE STRADDLE-HOP
(JUMPING-JACK)

RUNNING IN PLACE

PUSH-UPS

★ POSTURE CUE CHECKS

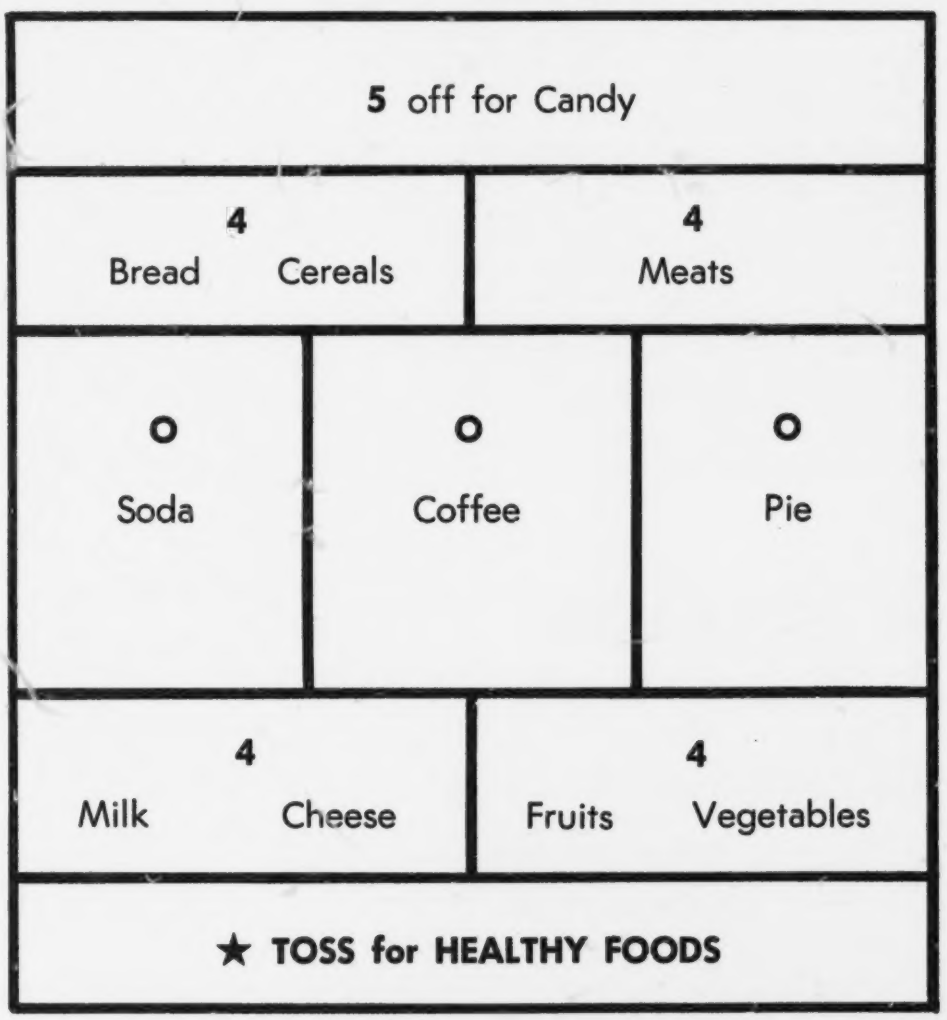
Procedure: After a review of good posture, pupils take partners to check each other's posture, using a list of posture cues which they write. These can be presented on a large chart. Here are samples.

Place feet in a parallel position with toes forward
Keep knees straight, but not stiff
Pull abdominal muscles
Raise chest

★ TOSS for HEALTHY FOODS

Materials: A piece of canvas or heavy paper about 4 ft. x 7 ft. marked as shown here. Jar rings for the players to toss; pictures of food to be pasted on the playing area.

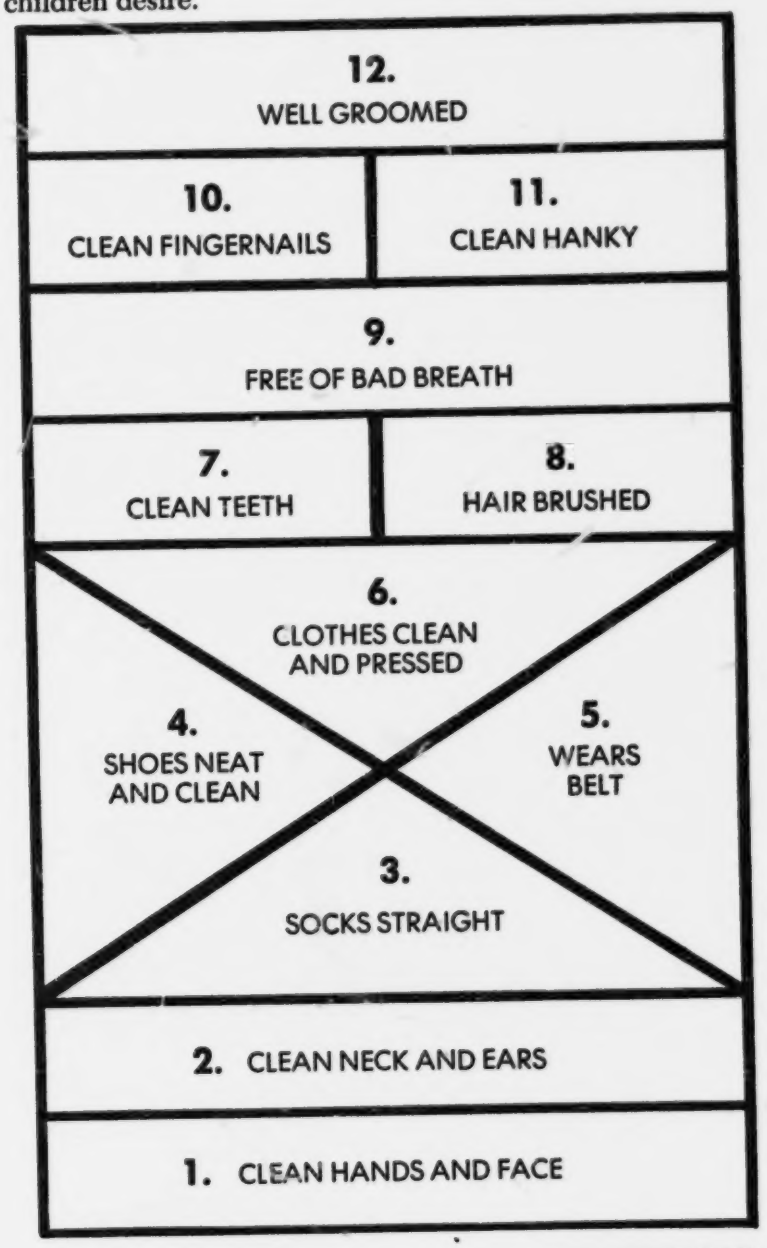
PROCEDURE: A player stands behind the heathly food line, and tosses four rubber rings, one at a time. If one falls on the Basic Four Food area the player gets 4 points. No points are scored in a poor nutrition area, and 5 points are for the candy block. If the ring goes outside the playing area, no points are earned. Players take turns tossing the rings until one has 50 points, or slightly more or less.



★ HOPSCOTCH

Materials: Hopscotch design drawn on the floor or playground; kick block (small block of wood).

PROCEDURE: This game may help to review good grooming practices. Play according to rules you use for regular hopscotch. Variations can be incorporated as children desire.



★ POEM

The world is full of wonderful smells
And you have a nose that always tells
Of bread in the oven, hot and nice,
Of cake being baked with lots of spice,
Of a barn with fresh-cut hay in the mows,
Of horses and pigs and cats and cows,
Of a dog when he's warm and lies in the sun,
Of applesauce and chocolate and a sugar bun.
Wouldn't it be dreadful if you'd no nose to tell
Of every wonderful, wonderful smell?

★ BREAKFAST-STORY MOBILES

Materials: Coat hangers, cut-out pictures of foods pasted to strings, paper clips for fastening the strings to hangers.

PROCEDURE: Each child chooses a phase of good breakfasts such as reasons for eating a good breakfast, foods essential for an adequate breakfast, foods which make a poor breakfast. Each phase receives class discussion. Then the pupils assemble the foods pertaining to the topic and fasten them to the hangers by strings and paper clips. The mobile may be dismantled and reassembled whenever it might be useful in a review of better breakfasts.

★ INSPECTION:

This can be done several times a year. Have children take turns as inspector to check hands and nails, teeth (or ask if they brushed the teeth that morning), hair, clothes, and shoes. Later in year "The Old Woman Who Lived in the Shoe" may be used. Each child has his picture in a window on the shoe. Each morning the inspector checks. If the child passes inspection, he gets to open his window.

Large shoe made of tag board or other material

★ RIDDLE

My Mother fries it.
She fries it crisp and brown.
It goes cruch when I bite into it.
Sometimes I get a drumstick.
What is it?

★ VEGETABLE SPEED RACE

Give pupils three minutes to write the names of all the green vegetables they know. Call time and see who wrote the most. (Later take time to check spellings with pupils, crossing out misspelled words and placing correct forms beside them.) Proceed similarly by having pupils write the names of all the yellow vegetables they know.

★ WHAT VEGETABLE IS IT?

One child is chosen to be "It". He faces the class and the teacher writes the name of a vegetable on the board. The class can see the name, but "It" must seek clues; for example "Is the vegetable green?" "Does it grow under the ground?" On the third try he can mention a name. If he guesses correctly, he continues to be "It". Otherwise he chooses someone to take his place.

★ CUT-OUTS:

Cut-outs for felt board of different types of clothing. The costumes could be changed for the different seasons.

★ WEATHER CHARTS:

Use of a weather chart and a thermometer to be illustrated by cut-outs, and the making of a check list for clothes care. Both these activities should stimulate interest in the choice and care of clothing.

HUMAN GROWTH

SUCCESSFUL HEALTH TEACHING will help boys and girls understand how they grow and develop. Children need guidance in understanding human growth as they develop into adolescence. This understanding will give the child confidence and reassurance.

Children should understand that there are great variations in height, weight and body build in the same age group. They should understand that each child has his own growth rate made up of plateaus and spurts.

Successful health teaching must go beyond physical growth, and work with mental development. This will help children see that basic needs, such as affection and success, need not be affected by physical growth or body structure. Children will gain assurance that no one is entirely alone in their problems and feelings and help can be received through group discussion and adult consultation.

Successful health teaching will improve children's attitudes toward their emotions and result in improved behavior. Children will be encouraged to face reality and work out their everyday problems.

Finally successful health teaching will aim for the development of a humanitarian attitude. The child will gradually learn to give consideration to others.

Student Concepts

GRADE 1

Motivate sharing and working together

Discuss the basic needs as related to emotional and social health. Begin to develop an understanding of emotions.

GRADE 2

Discuss accepting responsibility and respecting adult judgments.
Discuss the basic needs as related to emotional and social health.
Begin to develop an understanding of emotions.

GRADE 3

Continue an organized physical activity program.
Relate sleep and rest to growth, prevention of disease and renewed energy.
Develop an awareness of the value of cooperating, assuming responsibilities and finishing tasks.
Discuss the basic needs as related to emotional and social health.
Begin to develop an understanding of emotions.

ACTIVITIES

WRITE a "Happy Letter" to Father and Mother. Put in the letter something that can be done to be helpful.

WRITE about "Our" feelings. This could follow a discussion.

ACT OUT situations previously discussed on getting along with friends and family.

PICK OUT friends that you like very much and write down the things you like about them.

PUPPET-PLAY about being a good sport.

★ MAKING FACES

Materials: Two large cardboard circular faces. Cut out petals for each flower face.

One circle is a happy face. One circle is an unhappy face. Children make two lists to show good and poor mental health practices. After evaluating and discussing the content of the lists, the class chooses statements for the happy and unhappy flower petals.

★ SENTENCE COMPLETION

(aids the teacher in understanding some of the children's problems).

I wish I were _____
I like to sing when _____
The teacher calls on me in class, but _____
I like school because _____
I get angry when _____
etc.

★ LET THE PEOPLE SPEAK

Name imaginary characters as Sad Sam, Angry Ann, and Jealous Jan, etc. Pupils can choose their roles from the list. Children portray the character they select.

COMMUNITY HEALTH

HOME - SCHOOL - PUBLIC

POPULATION CONCENTRATION in our society makes it increasingly more important to cope with public health problems. Health education in the schools has been and will continue to be one of the guiding aspects of community health. Children who learn and practice the rules of health protection will be more likely, when adults, to provide adequate medical and dental care for their families. Pupils should realize that improvements in public health are due, not only to great advances in science, but also to the willingness of individuals and families to utilize these scientific findings.

Good community health is the result of the cooperative efforts of health departments, agencies, organizations, medical professions, and individual citizens.

Student Concepts

GRADE 1

Acquaint pupils with their responsibility in preventing the spreading of communicable diseases.

Discuss the common cold.

Emphasize that the school nurse is an available source of immediate help and a friend.

Teach that your physician and dentist are your friends, and hospitals are helpful.

GRADE 2

Acquaint pupils with their responsibility in preventing the spreading of communicable diseases.

Discuss the care of the common cold.

Stress the school nurse as a source of information for better health.

Encourage appreciation of physicians and dentists and the need of hospitals.

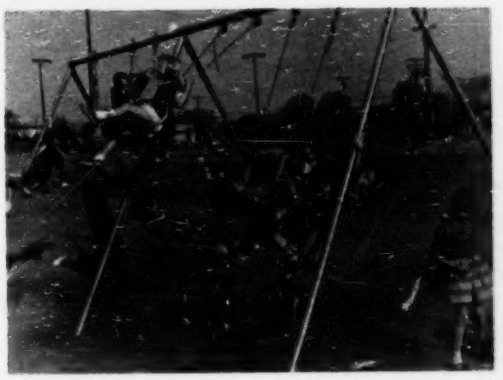
GRADE 3

Discuss ways to prevent the common cold.

Explain types of communicable diseases and their control.

Explain that school nurse keeps records of growth and immunization programs.

Teach contributions of physicians, dentists, and hospitals.



★ **PANTOMIME** some things a doctor does when he is taking care of you.

★ **WRITE 'THANK YOU' LETTERS** to nurse. Staple with construction paper covers. Have children bring band-aids, cotton tips etc., for the cover.

SCHOOL NURSE RIDDLE
and what she does:

Guess who?
She helps us.
She helps the doctor.
Her name starts with N.
Who is she?

DEAR DIARY

"My Diary of Prevention," or "My Staying-Well Diary." For example: Dear Diary, I woke up this morning to find it raining. Before I went outside, I put on my rain clothes so I would keep warm and dry. Pupils may illustrate their health practices by cutting out, drawing or painting pictures.

Poems TO ENJOY

How we often feel when we have a cold is expressed in these two poems.

SNEEZING

Air comes in tickly
Through my nose,
Then very quickly —
Out it goes:
Ahh-CHOO! Ahh-CHOO!

With every sneeze
I have to do,
I make a breeze —
Ahh-CHOO! Ahh-CHOO!

MY NOSE

It doesn't breathe;
It doesn't smell;
It doesn't feel
So very well.

I am discouraged
With my nose:
The only thing it
Does is blows.

Use microscope to see bacteria.

The Case Against Mr. COLD:

Materials: None

ACTIVITY: One child can volunteer to be Mr. Cold, the prisoner, and others can be the prosecuting and defense attorneys and the jury. Pupils who have had recent colds will be the witnesses against Mr. Cold. Those who have been free from colds will be witnesses for the defense. Witnesses against Mr. Cold will explain to the court what he has done to them, as well as other crimes he has committed. Defense witnesses will tell how they have avoided Mr. Cold. After each side has presented its case, the judge will summarize the trial and ask the jury to render a verdict of guilty or not guilty. If the jury finds the prisoner guilty, the judge will pass sentence on Mr. Cold by imposing one or more of the following conditions, depending on the extent of his crime.

- The prisoner must cover his mouth and nose when sneezing and coughing.
- He must have a clean handkerchief or tissues in his pocket and use them.
- He must not lend his handkerchief to anyore or borrow another child's.
- He must not lend or borrow any personal items, etc.

The court will be adjourned by the judge after the prisoner has promised to obey and observe these conditions.

ACTIVITIES

INDIVIDUALS ARE CONCERNED with their own safety, but there is need to expand this attitude to include all aspects of social living.

A safety program must provide instruction in proportion to the child's expanding activities and growing independence. The child should become aware of the hazards at home, in school, on playgrounds, or other areas in which he finds himself, so he may avert injury. He should realize most accidents are avoidable and accept the responsibility for their prevention.

Since carelessness, hurry, and lack of courtesy are frequent causes of injury, pupils should be encouraged to think in terms of human factors that contribute to accidents. Orderliness during fire and air raid drills increase protective values for all involved.

Safety involves alertness on the part of pedestrians as well as operators of vehicles, including bicycle riders. Proper observance of rules for walking will curtail accidents. Passengers should be aware of their responsibility for the safety of themselves and of others.

A school safety program should be related to other community programs. All members should realize the importance of services rendered by other community workers and the need to cooperate with them.

Instruction in simple first aid is a valuable part of a safety program. This instruction would necessarily be adapted to age level and school policy.

The ultimate goal of safety instruction is to teach skills and develop attitudes which will be utilized in daily living.

Student Concepts

GRADE 1

Stress dangers of playing with electrical cords and outlets.
Discuss danger of fire.
Discuss importance of picking up toys.
Warn against strangers and strange animals.
Teach school rules for safety on playground.
Emphasize safety rules for walking on streets and sidewalks.
Emphasize safety rules for riding bicycles.
Emphasize safety rules for riding on the school bus.
Teach fire drill and disaster procedures.

GRADE 2

Re-teach habits of home safety.
Stress good habits in traffic safety.
Re-teach traffic and emergencies as outlined for first grade.

SAFETY and FIRST AID

GRADE 3

Observe good safety habits in the home, school and community.
Good safety habits are the responsibility of everyone.
Stress importance of calmly listening to and following directions.

A SAFETY GAME

"WASHINGTON CROSSING THE DELAWARE"

Players: Any number, evenly divided into two teams.
Equipment: List of questions prepared in advance (see questions below).
Formation: The two teams face each other with a wide space between.
Procedure: Each side chooses a George Washington who stands just in front of its line. Questions are asked on alternate sides down the line, just as in a spelling bee. A correct answer entitles George Washington to take one step forward.
Finish: The team that gets "George Washington" across the Delaware first wins.
Suggested Questions:

Why is an old refrigerator unsafe to play in?
What must you have to keep breathing?
What should do if your clothes should ever catch on fire?
What should you do if you are in the washroom and the firebell rings?
How can you tell a poison ivy plant?
What is a good bicycle safety rule?
What is a safe rule for a car rider?
How should a campfire be put out?
What is a safety rule for bus riders?
What is a good safety rule for children playing on a playground?

★ R-U-SAFE?

Materials: Deposit box for questions; tick-tack-toe form drawn on chalk board.

PROCEDURE: Questions and situations for safety practices may be recorded and put in a "safety deposit box" throughout the study of safety. When the game is played, the "U" and "R" teams compete. Each child draws a question or an instruction slip from the box. If he answers correctly, he marks the tick-tack-toe form. If he is unable to answer, or makes an error, a child on the opposing team tries to answer. The game continues until one team has completed a straight line of "U's" or "R's".

Sample Questions and Situations

Which directions should you look when crossing at an intersection?

Before crossing a street, where should you stand until the traffic light is green, or the signal changes to walk?

What are the responsibilities and duties of the schol patrol boys?

Why should they be obeyed?

Why is it so dangerous to use a street or highway for a ball field?

Why is it not safe to carry a passenger on your bicycle?

DRAMATIZATIONS

Using chairs for "props", children can give simple skits depicting safe or unsafe behavior in a car or on a bus; for example, sitting on the seat vs. standing or kneeling; talking in normal fashion vs. shouting or otherwise distracting the driver. Have the children discuss the skits from the safety standpoint.

★ TRAFFIC SAFETY PUZZLE

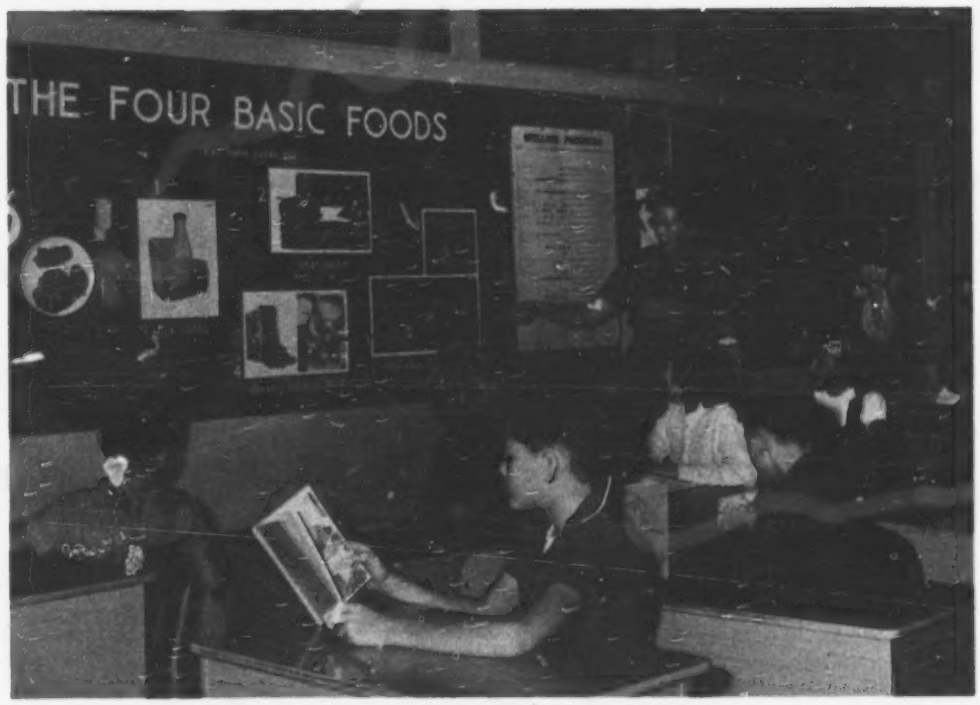
Materials: Mimeographed copies of the puzzle and questions.

ACTIVITY: After pupils have studied the vocabulary, signs, and signals connected with traffic safety, they will have enough information to solve the puzzle. When the puzzles are completed, the class will benefit from discussing the answers. They can make other traffic safety puzzles.

1. _____ signs are eight-sided.
2. _____ signs are erected to be observed and obeyed.
3. Before crossing a street, stay on the _____ until the traffic light is green, or the walk light signals.
4. The "yield right of way" sign is almost like a _____.
5. Pedestrians should cross streets when the _____ _____ signals.
6. One who is walking is known as a _____.
7. The rider must obey all traffic signs, rules, and regulations when using a _____.
8. When the traffic light is red, no one should cross the _____.
9. To indicate warnings, _____ shaped sign is used.
10. Railroad crossings are designated by _____ signs.

a GUIDE for teaching

HEALTH



INTERMED

ARABIAN
PROVERB:
He who has
health
has hope.
He who has
hope has
everything!

IATE GRADES

The BODY

THE ULTIMATE GOAL of all health teaching should be the attainment of desirable, wholesome and effective ways of individual living. This can be accomplished only through constant communication between the home and school within the community.

Successful teaching of health in the elementary grades requires instruction which gradually increases understanding of the human body, and which emphasizes desirable practices to maintain its maximum efficiency.

This guide has listed those areas most often included in Health and Safety programs throughout the elementary grades. By the time the students are ready for secondary education, they should have a sound knowledge of themselves as living organisms, and of the factors which affect their health and growth.

THE STUDENT should be helped to realize, through comparison with modern advances of scientific discovery in the universe, that the human body is even more fascinating than any now unknown worlds that may be explored. With this realization should come a conviction that his own body is his most precious possession and, as such, is worthy of the utmost care and protection.

Boys and girls have a natural curiosity about their bodies. They are eager to learn how they are made, how they function, and how they grow. Their need for greater understanding increases as they mature.

Using this natural interest as a basic factor of the health program, we should build sound concepts of individual responsibility for personal health, as well as a broad sense of community responsibility for the health of all its members.

Above all, the conviction must be instilled in all boys and girls that a healthy body and a healthy mind make a happy person, and that most of the true pleasures in life depend upon good health. They must know that life is broadened and enriched by good health practices. A healthy body should be cherished and used with discretion.

Student Concepts

GRADE 4

Understands how skeleton protects brain, lungs, and heart.
Apreciates need for strong bones and muscles.
Realizes how bones and muscles work together.
Makes effort to gain good posture.
Knows elementary movements of joints.
Has a simple concept of the work of the brain, spinal cord and nerves.
Knows the work of the five senses.
Understands what happens when we breathe.
Has some concept of the size, location, and appearance of the lungs.
Knows location of adenoids and tonsils.
Knows size and location of the heart.
Gains elemental knowledge of the work of the heart, veins, and arteries.
Learns facts about the digestive processes in the mouth.
Appreciates the size, shape, and location of stomach.
Learns about the size and function of large and small intestines.
Knows the parts of the eye and ear.
Understands the value of regular vision and hearing tests.
Realizes importance of care and protection of the eyes and ears.
Learns the names of different parts of the teeth.
Understands the relation of the shape and use of the teeth.
Reviews proper method of caring for the teeth.
Understands need of regular visits to the dentist.
Realizes need of shoes which fit properly and support the feet.
Begins to understand the functions of the skin.
Knows four basic classes of foods.
Is able to select good breakfast, lunch, and dinner.
Learns which foods are suitable for a snack.
Increases willingness to try new foods.
Understands need for refrigeration and proper storage.
Learns different ways of taking a bath.
Understands necessity of washing with soap and warm water to get skin clean.
Develops regular habits of bathing.
Acquires habit of washing hands at special times.
Knows how to have clean, neat nails.
Understands need for regular elimination habits.
Develops feeling of responsibility in care of rest rooms.
Assumes responsibility for care of clothes.
Appreciates clean clothes.
Learns importance of proper amount of exercise taken in fresh air and sunshine.
Knows when quiet exercises are desirable.
Learns games and stunts suitable to age groups.
Develops understanding attitudes toward individual differences.
Appreciates the value of rest.

GRADE 5

Learns the part the skeleton plays in protecting brain, lungs, and eyes.
Appreciates the need of a strong skeleton.
Become aware of the role of the skeleton and muscles in maintaining good posture.
Understands that posture can be affected by feelings and nutrition.
Develops an understanding of the importance of the mineral calcium in building strong bones.
Learns the function of joints in providing for movement and flexibility.
Understands the location, construction and purpose of the ball-socket, and hinge joints.
Learns the purposes of muscles and recognizes their role in protection.
Becomes aware of joint development according to use and function.
Becomes acquainted with the parts of the nervous system.
Learns parts, structure and function of respirtory system.
Learns names of the chambers of the heart and the role played by the valves.
Learns the blood is composed of red corpuscles, the white corpuscles, the platelets and plasma.
Understands the main functions of the blood are to carry oxygen or carbon dioxide, to carry food and fight infections.
Learns that arteries carry the blood from the heart to all parts of the body.
Learns that veins carry blood back to the heart in a continuous system of tubes.
Acquires a knowledge of the capillaries.

Realizes the function of the teeth, salivary glands, esophagus, stomach, small intestines, liver, gall bladder, and pancreas in process of digestion.
Acquires knowledge of how the organs break down complex foods into simple substances that can be absorbed by body cells.
Develops an understanding of how digested food is passed into the bloodstream.
Becomes acquainted with how the body eliminates wastes.
Becomes aware of location and the types of the endocrine glands.
Acquires knowledge of the master gland at base of the brain and its affect on body growth.
Understanding of the functions of the different parts of the eye.
Learns proper care and protection of the eyes.
Adopts a wholesome attitude toward wearing glasses.
Learns the functions of the different parts of the ear.

Becomes aware of individual differences in physical abilities.
Enjoys participation in a variety of games.
Assumes responsibility for regular bedtime.
Learns importance of physical factors contributing to sleep.
Becomes acquainted with the importance of sleep in preventing irritability.
Understands that lack of sleep affects physical skills and class work.
Practices the habit of rest period during strenuous exercises and after eating heavy meals.
Appreciates the value of relaxation in selection of books, music, quiet games, and interesting hobbies.

Acquire an understanding of the relationship between eye, ears, nose, and throat.
Accepts need for regular hearing tests.
Recognizes the importance of care and protection of the ears.
Learns construction of a tooth.
Learns kinds, number and functions of the teeth.
Learns importance of diet in building strong teeth.
Learns importance of proper care of teeth.
Improves attitude toward dental check-ups.
Develops an understanding of the importance of properly fitting shoes.

(CONTINUED)

FOR SUGGESTED ACTIVITIES . . . TURN THE PAGE

The BODY

GRADE 6

Student Concepts

5th GRADE

(CONTINUED)

Practices proper care of toe nails.
Gains a more detailed knowledge about the structure and functions of the skin, hair and nails.
Develops the proper habits in care and protection of the skin.
Develops good eating habits and attitudes.
Becomes aware of kinds of cells.
Accepts the importance of choosing proper foods from basic areas.
Learns proper ways to store food.
Understands that coffee and tea have no food value.
Appreciates the value of the proper care of hands and nails.
Practices a regular routine in bathing the body.
Practices self appraisal for neatness and cleanliness of the body.
Develops proper toilet habits.
Acquires knowledge of importance of proper use of rest rooms.
Appreciates the importance and value of clean clothing from the health and social aspect.
Learns self appraisal and responsibility in selection and appropriate dress.
Understands how clothing regulates body temperature.
Learns importance of proper amount of exercise.
Realizes that practice is required to develop skills needed in sports and play.
Develops habit of helping those less proficient.

Understands the structure of the muscles and bones.
Knows the respiratory tract and the work of respiration.
Knows the digestive tract and the work of digestion and elimination.
Learns the structure and function of the lungs, the heart, and the blood.
Knows the working mechanism of the nervous system.
Knows the glands which produce digestive juices and understands the function of the thyroid gland.
Knows the structure, functions, and care of the eyes.
Review the value of vision tests and wearing of glasses.
Knows that the amount of light needed by the eyes depends on the work they do.
Knows the structure, functions, and care of the ears.
Review the value of hearing test and of hearing aids.
Knows the structure, functions, and care of teeth.
Knows the structure, functions, and care of the skin.
Review the importance of nutrition.
Accepts responsibility for personal cleanliness.
Understands the role of good posture in personal appearance.
Learns the proper dress for various activities.
Recognizes individual differences in physical fitness activities.
Reviews the importance of rest and relaxation.
Finds ways to rest and relax during the day and before and after meals.

- Display large chart of the Skeleton or plastic models.
- Compcse riddles about various bones.
- Make drawings and demonstrate movements of joints.
- Use pictures or posters to explain muscles.
- Shadow play to illustrate good and bad posture.
- Demonstration of uses of large and small muscles.
- Make illustrations and reports about favorite sports.
- Display pictures or posters of lung.
- Draw and label parts of respiratory system.
- Use models of heart and lungs.
- Use stethoscope to hear heartbeat.
- Experiment with pulse counts before and after exercise.
- Display large posters of heart.
- Draw and label parts of the heart.
- Use microscope or drawings of blood cells.
- Display chart showing the digestive system.
- Use cracker test in mouth to illustrate the changing starch to sugar.
- Compare nervous system to telephone system.
- Display pictures and posters of the brain.
- Display large posters of the eye.
- Use camera to demonstrate the action of the eye.
- Demonstrations by school nurse on removal of foreign particles from the eye.
- Posters showing proper position of reading material in relation to lighting.
- Display a chart showing parts of the ear.
- Experiment with papers to show vibration.
- Demonstrate the use of audiometer by nurse.
- Experiment with various pitches of sounds and their effect on nerves.
- Make diagrams of the anatomy of the teeth.
- Illustrate healthy tooth and decayed tooth.
- Develop a comic play on dental health.
- Construct a mural showing "Foods for Good Teeth".
- Invite a dentist or dental hygienist to explain care of teeth.
- Display pictures of properly fitted shoes.
- Illustrate the cross section of the skin.
- Use microscope to examine skin.
- Have manicure demonstration.
- Display chart of basic families of food.
- Demonstrate proper blowing of nose.
- Display posters on food for growth and food for protection.
- Construct bulletin board display of **Foods for Space Flight.**
- Make sample display of minerals essential to good health.
- Develop an original playlet entitled **Secret Vitamin Family.**
- Demonstrate with dolls or puppets different method of bathing.
- Organize a cleanliness check-up.
- Use paper dolls to demonstrate proper dress for weather and the occasion.
- Form committees to check cleanliness of rest rooms.
- Make survey of games and sports most popular for their age.
- Plan a group discussion about individual differences pertaining to physical fitness.
- Prepare charts or graphs for visualizing statistics on rest, sleep, and relaxation.

ACTIVITIES

HUMAN GROWTH

SUCCESSFUL HEALTH teaching will help boys and girls understand how they grow and develop. Children need guidance in understanding human growth as they develop into adolescence. This understanding will give the child confidence and reassurance.

Children should understand that there are great variations in height, weight and body build in the same age group. They should understand that each child has his own growth rate made up of plateaus and spurts.

Successful health teaching must go beyond physical growth, and work with mental development. This will help children see that basic needs, such as affection and success, need not be affected by physical growth or body structure. Children will gain assurance that no one is entirely alone in their problems and feelings and help can be received through group discussion and adult consultation.

Successful health teaching will improve children's attitudes toward their emotions and result in improved behavior. Children will be encouraged to face reality and work out their everyday problems.

Finally successful health teaching will aim for the development of a humanitarian attitude. The child will gradually learn to give consideration to others.

Student Concepts

GRADE 4

Realizes that there are individual differences in size.
Knows that boys and girls of same age may be of different sizes.
Realizes that food, exercise, and rest influence growth.
Shows interest in yearly gain in height and weight.
Realizes significance of height and weight changes.
Shows initiative in problem solving.
Progresses in discrimination.
Learns to plan ahead for what he wants to accomplish.
Realizes a sense of humor helps overcome feelings of anger.
Accepts defeat or success with emotional stability.
Develops tolerance (absence of prejudice).
Stops to think before getting cross or angry.
Appreciates value of talking over worries and fears with an adult.
Develops independence; takes a stand against wrong.

GRADE 5

Becomes aware of the fact that girls may surpass boys at this age level.
Understands that each person has an individual growth pattern influenced by many factors.
Develops more initiative in solving problems.
Acquires habit of talking over problems with a sympathetic adult.
Learns value of friendship, sportsmanship, sharing, happiness, proper manners.
Learns we are alike in many aspects and different in other.
Learns importance of building self – confidence and individual initiative.
Learns importance of making the most of abilities.
Increases in awareness of basic needs of all people.
Is acquainted with more desirable attitudes toward self acceptance and expression.
Appreciates a sense of humor.
Becomes more capable in adjustment to new situations.
Increases in ability of self-control.
Accepts certain expressions of emotions such as fears, joy, and disappointments.
Becomes more capable in handling success and failures.
Appreciates the human weakness in handling mistakes and accepts his limitations.
Recognizes his responsibility in living within certain rules and laws of society.

GRADE 6

Knows that boys and girls grow at different rates.
Learns that physical growth depends upon inherited characteristics as well as food, rest, sleep, and exercise.
Becomes aware of need for self-control, self-understanding.
Recognizes feelings and needs of others.
Recognizes good physical health contributes to happiness and efficiency.
Gains experience in sharing privileges and responsibilities.

ACTIVITIES

1. Have school nurse conduct a clinic on sexual development.
2. Use charts or graphs showing typical growth patterns.
3. Use skit showing emotional problems and ways of solving them.
4. Have group discussion of fears and worries.
5. Develop a good sportsmanship code and use it.
6. Encourage leadership by using democratic processes whenever possible.

COMMUNITY HEALTH

POPULATION CONCENTRATION in our society makes it increasingly more important to cope with public health problems. Health education in the schools has been and will continue to be one of the guiding aspects of community health. Children who learn and practice the rules of health protection will be more likely, when adults, to provide adequate medical and dental care for their families. Pupils should realize that improvements in public health are due, not only to great advances in science, but also to the willingness of individuals and families to utilize these scientific findings.

Good community health is the result of the cooperative efforts of health departments, agencies, organizations, medical professions, and individual citizens.

Student Concepts

GRADE 4

Realizes factors involved in cause and spread of common and communicable diseases.
Understands how to care for a cold and to protect others from it.
Understands the importance of immunization program.
Becomes acquainted with safe-guarding of water supply and food inspection.
Understands inspection of food handling establishments.
Realizes necessity of efficient garbage disposal.
Appreciates and cooperates with physician, dentist, and school nurse.
Has realization of available hospital services.

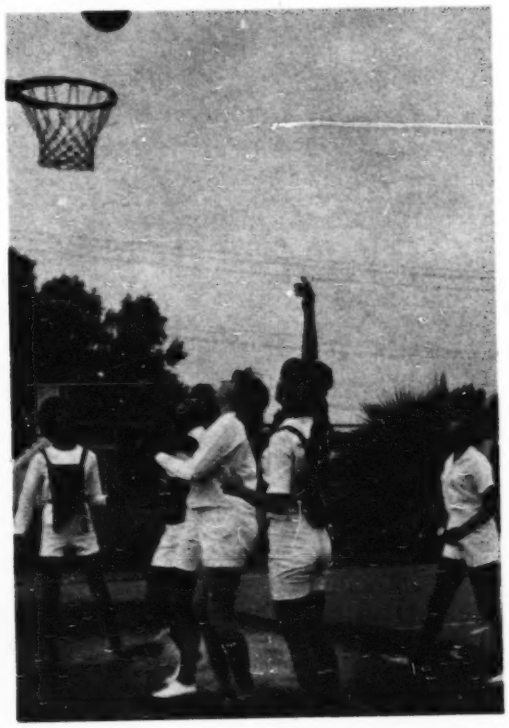
GRADE 5

Knows characteristics of communicable diseases.
Becomes aware of two groups of germs: bacteria and viruses.
Learns method and reason for isolation of persons with certain diseases.
Learns importance of immunization program.
Understands the relationship between cleanliness and disease prevention.
Becomes more aware of practices commonly used for safe water supply.
Appreciates purpose of rules and regulations of the Sewage and Garbage Departments.
Understands the importance of the role of the school nurse.
Realizes the importance of periodic physical examinations by doctors.
Seeks advice and check-up by dentist.
Becomes more aware of hospital services in community.

GRADE 6

Appreciates the value of school health services.
Knows that health departments have clinics to help families with their health problems.
Learns about communicable diseases and methods of dealing with them.
Reviews immunization and how it protects the body from particular diseases.
Knows responsibilities of the health department for; safe water, food, milk, sewage disposal, and communicable disease.
Realizes individual responsibility for maintaining sanitary conditions in the home.

ACTIVITIES



COMMUNITY HEALTH
HOME - SCHOOL

- Organize a panel discussion on communicable diseases .
- Have school nurse explain immunization program to children.
- Take field trips to local dairies, markets, restaurants, water supply and sewage treatment plants to study sanitation practices.
- Develop skits showing hospital and clinic services.

Student Concepts

GRADE 4

INDIVIDUALS ARE CONCERNED with their own safety, but there is need to expand this attitude to include all aspects of social living.

Develops responsibility for personal safety.
Practices safety in relation to fire and electricity.
Learns and practices rules for safe bicycle riding.
Learns and practices rules for pedestrian safety.
Practices safety on playground.
Observes safety in riding on school bus.
Appreciates help of safety patrol.
Realizes value of fire drills.
Realizes importance of getting adult or professional help in case of sickness or injury.

A safety program must provide instruction in proportion to the child's expanding activities and growing independence. The child should become aware of the hazards at home, in school, on playgrounds, or other areas in which he finds himself, so he may avert injury. He should realize most accidents are avoidable and accept the responsibility for their prevention.

Since carelessness, hurry, and lack of courtesy are frequent causes of injury, pupils should be encouraged to think in terms of human factors that contribute to accidents. Orderliness during fire and air raid drills increase protective values for all involved.

Safety involves alertness on the part of pedestrians as well as operators of vehicles, including bicycle riders. Proper observance of rules for walking will curtail accidents. Passengers should be aware of their responsibility for the safety of themselves and of others.

A school safety program should be related to other community programs. All members should realize the importance of services rendered by other community workers and the need to cooperate with them.

Instruction in simple first aid is a valuable part of a safety program. This instruction would necessarily be adapted to age level and school policy.

The ultimate goal of safety instruction is to teach skills and develop attitudes which will be utilized in daily living.

SAFETY and FIRST AID

GRADE 5

Practices safe behavior at home in relation to fire, electricity, poisons, or any other hazard or danger.
Learns that falls and burns are the greatest causes of home injuries.
Practices safe behavior to prevent accidents at school.
Realizes that knowing the skills and rules of a game help them to play safely.
Learns to look both ways and to check for turning vehicles when crossing streets.
Knows rules to follow to be a safe bicycle rider.
Follows safe practices as a passenger in the school bus.
Understand safety measures pertaining to swimming, boating, camping, picnicing.
Recognizes and avoids poisonous plants.
Realizes and practices proper behavior during fire drills.
Becomes acquainted with Disaster Control practices in community or school.
Practices walking on sidewalks facing traffic on highways or roads.
Learn simple practices in care of minor cuts, scratches and insect bites.
Knows importance of seeking help of a physician in case of serious accidents.
Realizes they should not attempt first-aid treatment in serious cases.

GRADE 6

Realizes that accidents can spoil fun.
Plans ways to avoid accidents at home, school, and traffic.
Understands the reasons for safety rules in work and play.
Understands the need for safe storage of medicines and poisonous substances.
Importance of first aid Junior Red Cross program.

ACTIVITIES

★ **Compose bulletin board on safety signs.**

★ **Display safety posters.**

★ **Develop original safety plays.**

★ **Use toy cars to make traffic rules demonstration.**

★ **Form a bicycle safety club.**

★ **Discuss proper fire drill procedures.**

★ **Make plans for disaster control program.**

Student Concepts

GRADE 4

Realizes that drinking alcoholic beverages is a bad habit.

Learns that nicotine in tobacco affects the heart, lungs, and arteries.

Realizes the dangers in narcotics and drugs.

THE HARMFUL EFFECTS OF ALCOHOL and narcotics must be taught in the schools of Arizona. The area of alcohol and tobacco may be considered open to question by some individual parent or to some communities in general. There probably is no best way to teach an issue in which there might be controversy, but there is one element that should be common to all. This element is the maintenance of an impartial and objective attitude on the part of the instructor. Even though the teacher may have strong feelings on the subject, he is professionally obligated to see that the area is fairly treated.

A complete and full orientation is the first step in maintaining a fair hearing for both sides of any question. Another important step is to see that all children are aware that this is a controversial subject and there are many fine, intelligent people on each side. In the particular area of interest, there are many people of good character who use tobacco and alcohol.

A suggested plan of action in this case would be to use the problem solving approach. The orientation process would allow the class to develop a statement of the problem. The class could develop a list of pro's and con's using the textbook and other resource materials (suggested sources may be found in this guide). They can draw their own conclusions based on the facts gathered.

Special care should be taken to see that the children are not made to feel guilty because of the actions of their parents. They should be led to see that they are making a thoughtful, considered, personal decision based on the evidence collected. If their decision is different than that of their parents or the community in general it may be because the decision is based on different information.

Student Concepts

GRADE 5

Knows coffee and tea are stimulants.

Becomes more aware that the use of alcoholic beverages is undesirable.

Becomes aware of the effects of alcohol on muscular control, nerves, and brain.

Becomes aware of harmful effects of narcotics and drugs.

Knows the harmful effects of tobacco.

Understands that tobacco affects heart, lungs, sense of taste and smell and nerves.

GRADE 6

Learns that alcohol is a narcotic.

Understands that alcoholism is a serious health problem.

Develops an attitude that smoking is undesirable because of its adverse effects on the development of physical fitness and sport skills.

Realizing that medicines should be taken only on a doctors' prescription.

Understands individuals responsibility in use of drugs and medicine.

THE FOLLOWING information is from the pamphlet, **Cigarette Smoking and Lung Cancer**, Bureau of Cancer Control, New York State Dept. of Health, 1959:

* * *

The evidence indicates that persons who smoke cigarettes increase their chances of developing lung cancer. There is no evidence to contradict this conclusion. This does not mean that cigarette smoking is considered to be the sole or essential cause of lung cancer or that it may not require other causative factors or act in conjunction with them. The role of air pollution, exhaust from cars, trucks and buses, and other irritants remains to be established.

From the practical standpoint, we believe there is already enough evidence incriminating cigarette smoking to justify advising the public that the available evidence is consistent with the view that cigarette smoking is one of the causative factors in lung cancer and that stopping cigarette smoking may therefore be a means of lowering the incidence of lung cancer.

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GUIDE for teaching

HEALTH

in the UP

PER GRADES

The BODY

THE ULTIMATE GOAL of all health teaching should be the attainment of desirable, wholesome and effective ways of individual living. This can be accomplished only through constant communication between the home and school within the community.

Successful teaching of health in the elementary grades requires instruction which gradually increases understanding of the human body, and which emphasizes desirable practices to maintain its maximum efficiency.

This guide has listed those areas most often included in Health and Safety programs throughout the elementary grades. By the time the students are ready for secondary education, they should have a sound knowledge of themselves as living organisms, and of the factors which affect their health and growth.

The student should be helped to realize, through comparison with modern advances of scientific discovery in the universe, that the human body is even more fascinating than any now unknown worlds that may be explored. With this realization should come a conviction that his own body is his most precious possession and, as such, is worthy of the utmost care and protection.

Boys and girls have a natural curiosity about their bodies. They are eager to learn how they are made, how they function, and how they grow. Their need for greater understanding increases as they mature.

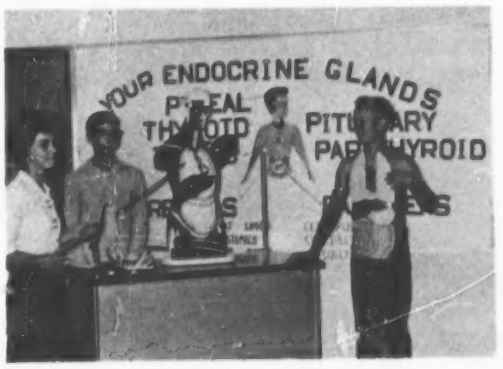
Using this natural interest as a basic factor of the health program, we should build sound concepts of individual responsibility for personal health, as well as a broad sense of community responsibility for the health of all its members.

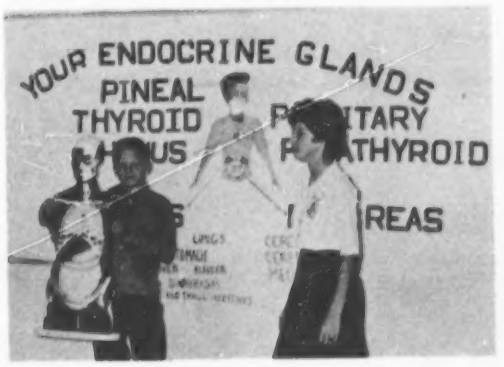
Above all, the conviction must be instilled in all boys and girls that a healthy body and a healthy mind make a happy person, and that most of the true pleasures in life depend upon good health. They must know that life is broadened and enriched by good health practices. A healthy body should be cherished and used with discretion.

Student Concepts

GRADE 7

Learns relationship of posture to good physical, mental, and emotional health.
Re-emphasizes the interrelationship of structure and function of skeleton.
Learns the composition and function of the bones, joints, and muscles.
Understands the cell as the basic unit of all living matter.
Learns the composition and function of the entire nervous system.
Learns the types, location, and function of glands.
Understands the importance of early recognition in correction of functional defects of the eyes and ears.
Emphasize proper care of teeth, skin, and feet.
Understands daily nutritional requirements as related to body growth and health.
Learns factors involved in weight control and other health problems necessitating special diets.
Understands the relation of good grooming to social acceptance.
Recognizes the importance of proper use and maintenance of toilet facilities.
Realizes the relationship of exercise to muscle development and general body development.





GRADE 8

Relates the importance of good posture to future success and happiness.
Gains a working knowledge of composition, structure, and function of skeleton.
Learns the relation of cell production to human growth.
Understands the relationship of the nervous system to other systems.
Understands the relationship of the glands to body development.
Is aware of the dangers of unsupervised dieting.
Learns the relation of good grooming to personality development.
Assumes personal responsibilities toward the proper use and care of toilet facilities.
Explores the possible emotional and social problems arising from individual differences in maturation.

ACTIVITIES

1. Obtain the brain of some animal, such as a cow or pig, from a neighborhood butcher. Examine the brains to note the "gray matter", the "white fibers" and the "grooves".

2. To prove that bones are made of two kinds of materials, organic or living material and inorganic or mineral material, conduct the following experiments:

   Take an uncooked chicken bone and soak it for a few days in vinegar or some other weak acid. The bone will become limber and can be tied in to knots. The reason being that the acid removes mineral material and leaves only the organic framework.

   Take another uncooked chicken bone and either cook it or burn it.

   This process will remove the organic material, leaving only the minerals (mainly lime or calcium). The burned bone will retain its shape, but will be very brittle and crumbly.

3. Have students examine their footprints. This can be done by wetting bottom of the foot and stepping on a paper towel. Another way is to stand on a piece of carbon paper that is placed between two sheets of white paper. The white space shows how the arch holds up the foot. Some people have high arches and some have low arches.

4. To check on students feet alignment in walking, dust the bottoms of their gym shoes with chalk dust and have them walk across the floor. Analyze their tracks. This might show poor alignment caused by "toeing out" or "toeing in," commonly referred to as "duck walk" and "pigeon toed". The school nurse or physical education teacher might help in correcting poor alignment.

5. Assist students in constructing a set of levers to show how muscles work. Perhaps the math or industrial arts teacher can assist in this project.

6. Obtain a cow's eye for the class to study. Note the various parts of the eyeball. Dissect the eye to better understand its structure.

7. Have students take their pulse by placing the fingers of one hand on the under side of the other wrist, about one inch above the thumb joint. After recording this count, have them run in place for one minute, then count the pulse again. Through successive countings, determine how long it takes for the pulse to return to its normal rate.

8. Put a blindfold on a students eyes, then have him identify such objects as a lemon, a certain flower, an onion, etc., by their sense of smell.

GRADE 7

Student Concepts

- Learns the effects of heredity and environment on human growth and development.
- Understands the basic needs of emotional and social development.
- Realizes individual responsibilities toward others.

SUCCESSFUL HEALTH teaching will help boys and girls understand how they grow and develop. Children need guidance in understanding human growth as they develop into adolescence. This understanding will give the child confidence and reassurance.

Children should understand that there are great variations in height, weight and body build in the same age group. They should understand that each child has his own growth rate made up of plateaus and spurts.

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HUMAN GROWTH

GRADE 8

- Realizes the relationship of heredity and environment to social and emotional development.
- Believes in individual responsibility toward society as a whole.
- Understands and controls emotions.

1. Have students study photographs in a book, or photographs of themselves at different ages and then make a list of the physical changes they observe in the pictures. Discuss the lists in class.
2. Play a "Guess Who" game. Have each person bring his baby picture to school. Do not let anyone else see the pictures. Have a committee arrange the pictures on a bulletin board with a number below each one. Let each person make a list identifying the pictures to see who can get the most correct.
3. Have one of the students or parents take a class picture. At the end of the year, take a similar picture and compare the two.
4. Have boys look carefully at pictures of famous ballplayers, pilots, and other well known men. Notice whether they are well groomed and, if possible, make a collection of pictures of these men for the bulletin board.
5. Have students study their own family and list which characteristics their brothers and sisters seem to have inherited from one or the other of their parents — curly hair, straight hair, blond hair, tendency to be tall, brown eyes, and so on.
6. Have students keep a record of the number of times they say "Thank You" during one day. List occasions when they might have said "Thank You" but did not.
7. The class could have some interesting and worthwhile dramatizations by dividing into groups and planning to act out situations involving fears, disappointments, failures, blunders, and so on. After each dramatization talk over whether helpful ways of handling these feelings were portrayed.
8. Have students describe a time when they were "afraid". Discuss what caused their fears and how the fear was relieved.
9. Have students make a list of any fears which they may have and then drop the list, unsigned, into a box. Discuss them in class.
10. As a class project, work out a "worry graph." Each person should write down his three greatest worries. Have a group tabulate them on the chalkboard and make a bar graph showing the most common worries.
11. Have students make a list of the ways they helped at home the day before. Discuss whether they could have easily done more.
12. Plan a hobby show for your class or school. Make sure that the "hobbies" brought to school for display are kept in a safe place.
13. Play the game turn about in class. Divide into small groups. Each group is to write five reasons why some boys and girls are always more welcome than others. Let each chairman read the list written by his group.
14. Have class collect pictures of famous persons, athletes, statesmen, movie stars, together with information about their height and weight. Use these pictures to make a bulletin-board display entitled "Success and Fame Come to Those of All Types of Body Build."
15. Cut out a large picture of a girl's face and a boy's face. Then design different hair styles as separate cut-outs. Fit these on the faces to show how different styles affect an individual's appearance.

ACTIVITIES

COMMUNITY HEALTH

HOME
SCHOOL
PUBLIC

POPULATION CONCENTRATION in our society makes it increasingly more important to cope with public health problems. Health education in the schools has been and will continue to be one of the guiding aspects of community health. Children who learn and practice the rules of health protection will be more likely, when adults, to provide adequate medical and dental care for their families. Pupils should realize that improvements in public health are due, not only to great advances in science, but also to the willingness of individuals and families to utilize these scientific findings.

Good community health is the result of the cooperative efforts of health departments, agencies, organizations, medical professions, and individual citizens.

Student Concepts

GRADE 7

Learns the common characteristics of communicable diseases prevalent in the local area.

Studies air pollution factors and their relationship to health problems.

Learns the function and utilization of governmental health agencies and develops appreciation for these services.

Learns the function of local and national non-governmental health services.

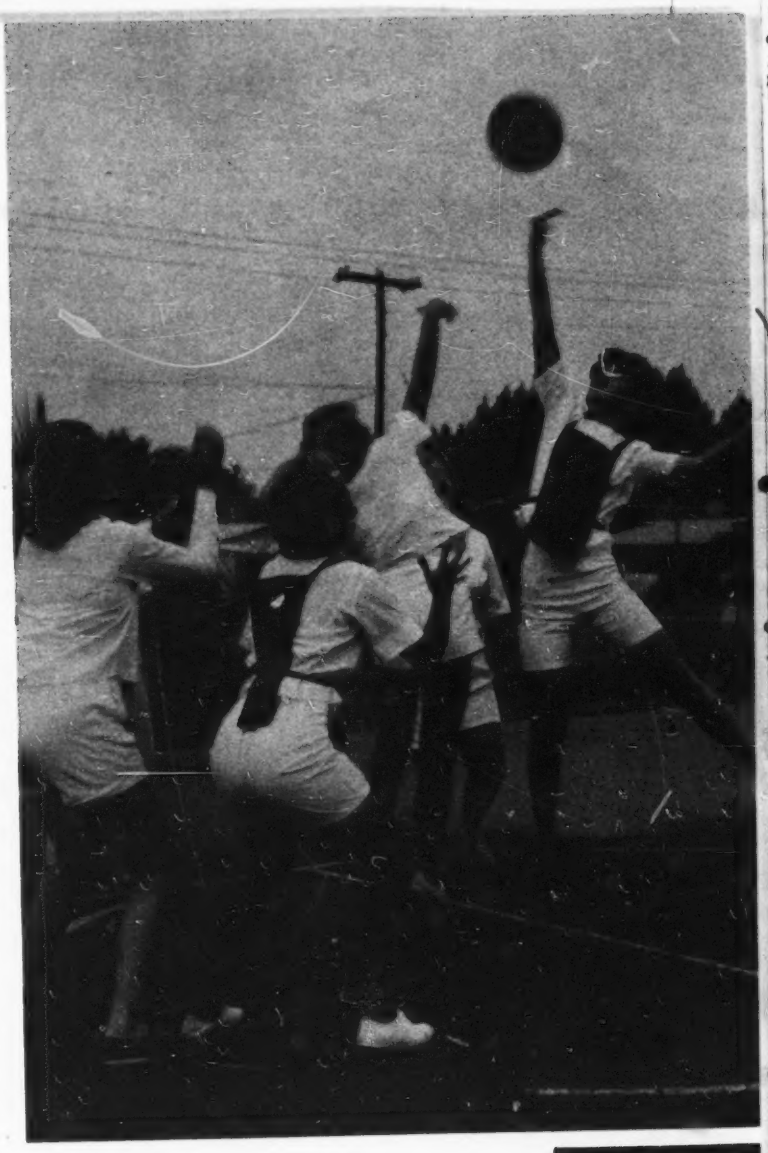
Develops a sensible attitude toward current health fads.

GRADE 8

Learns what measures are taken to control the spread of disease.

Realizes the increasing importance of expanding international cooperation in solving world health problems.

Develops an intelligent evaluation of contributions made by local and national voluntary health and service agencies.



1. Have students bring into class articles from newspapers or periodicals that are concerned with healthy people, healthy surroundings, public health workers, and teamwork among public health organizations.

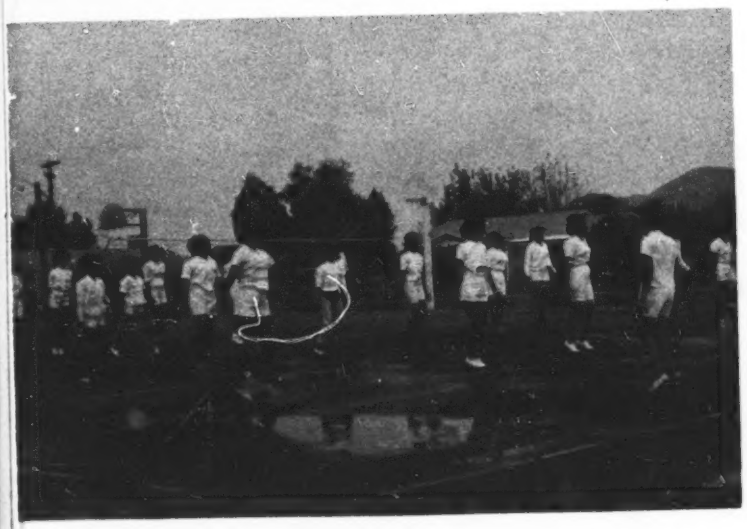
2. Have students describe to the class a personal experience that has taught them a practical lesson in the necessity of following the rules of good health.

3. Have the class list some of the local health laws and regulations in their own community. Find out who makes these laws and who enforces them. Also discuss the value and purpose of these laws and their enforcement.

4. Have students make a list of signs they see in their own community which refers to health and safety.

5. Have the clas list a number of ways in which personal health is protected by such community health rules and regulations, such as physical examination for all restaurant workers.

6. Discuss in class the Pure Food and Drug Act, how it benefits an individual and what abuses made it necessary for the government to write this law.



Student Concepts

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SAFETY and FIRST AID

GRADE 7

Re-emphasize the importance of good safety practices.

Understands individual responsibilities in emergency first aid situations.

GRADE 8

Realizes the importance of good safety practices.

Understands individual responsibilities in emergency first aid situations.

ACTIVITIES

1. An interesting bulletin-board display can be made from newspaper clippings describing various accidents. Each clipping can be accompanied by a simple paragraph in which the students try to analyze the cause of the accident and suggest how it might have been prevented.

2. Have class make up safety slogans.

3. Have students write a short account of a danger or emergency that they had to face and how they handled the situation. Have students read the first part of their papers to the class and ask how the other students would have handled the situation. Compare their suggestions with what the writer did.

4. Plan a demonstration of bicycle safety to be given for the school or for younger children who are just beginning to ride bicycles. The class might set up a bicycle riders test.

5. Have students check their homes for safety hazards. If they find any, have them discuss the situation with their parents to decide what can be done.

6. Play a "What Would You Do" game. Each person writes out a simple first-aid problem and puts it in a box. Each person draws a slip and acts out the first-aid care indicated. He should explain what he is doing as he works. Class members should watch for good first-aid practices and also for mistakes.

7. Check with the American Red Cross for the approved method of applying artificial respiration and have a qualified person come to class and demonstrate.

ALCOHOL NARCOTICS TOBACCO

THE HARMFUL EFFECTS OF ALCOHOL *and narcotics must be taught in the schools of Arizona. The area of alcohol and tobacco may be considered open to question by some individual parent or to some communities in general. There probably is no best way to teach an issue in which there might be controversy, but there is one element that should be common to all. This element is the maintenance of an impartial and objective attitude on the part of the instructor. Even though the teacher may have strong feelings on the subject, he is professionally obligated to see that the area is fairly treated.*

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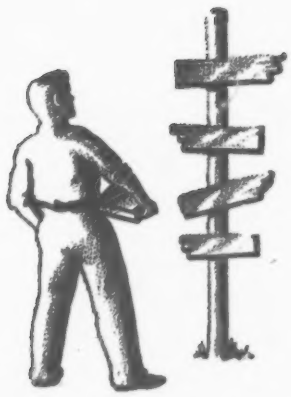

Student Concepts

GRADE 7

Realizes the harmful effects of alcohol, narcotics and tobacco on the human body.

GRADE 8

Understands the social problems and legal implications of drinking alcohol; with emphasis on the incidence of alcoholism and resulting problems.

Realizes the harmful effects of narcotics and dangers of drug addiction.

Reviews available information concerning the harmful effects of tobacco on the body.

ACTIVITIES

Ⓐ A good approach to the subject of smoking would be to have class make two lists; reasons why people smoke, and reasons for not smoking.

Ⓑ Make a collection of clippings from the newspapers about the use of narcotics and alcohol in relation to law enforcement and traffic accidents.

Ⓒ Have students debate the question of smoking in relation to lung cancer.

Ⓓ Get a collection of pictures from the police department that show accidents as a result of drunken driving.

Ⓔ Compare the effects of alcohol and water on growth by planting seeds in two different saucers. Use a diluted alcohol solution (5 teaspoons of ethyl alcohol to a pint of water) on one planting and plain water on the other. Observe and record the results.

Ⓕ Invite some resource person to discuss alcoholism and drug addiction.

Ⓖ Several pupils could visit police department to find out the relationship between accidents and alcohol.

Ⓗ Have class members bring in news items showing hazards of drinking to both drivers and pedestrians.

Ⓘ Help the students realize that an established habit is very difficult to break. Suggest that they concentrate on giving up one bad habit. Tell them to keep track, for a whole week, of the number of times they broke their resolution.

BOOKS FOR CHILDREN

BOOKS FOR TEACHERS

American Association for Health, Physical Education and Recreation. **Teaching Safety in the Elementary School,** NEA 1962.

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Zim, Herbert S., **Your Heart and How It Works,** Morrow.

INEXPENSIVE SUPPLEMENTARY MATERIAL

(can be secured from the following companies or agencies — write for their source list)

Aetna Life Insurance Co.
151 Farmington Avenue
Hartford 15, Conn.

American Association for Health Physical Education, and Recreation
1201 16th St., N. W.
Washington 6, D.C.

American Camping Association
343 South Dearborn St.
Chicago 4, Illinois

American Dental Association
222 East Superior St.
Chicago 11, Illinois

American Diabetic Association
1 Neveno St.
Broklyn 17, N. Y.

American Dietetic Association
620 N. Michigan Avenue
Chicago 11, Illinois

American Hearing Society
817 14th St., N. W.
Washington 5, D.C.

American Heart Association, Inc.
1775 Broadway
New York 19, N. Y.

American Institute of Baking, Nutrition
Education Department
1135 W. Fullerton Avenue
Chicago 14, Illinois

American Medical Association
535 N. Dearborn St.
Chicago 10, Illinois

American National Red Cross
17th and D. St., N. W.
Washington, D.C.

American Public Health Association
1790 Broadway
New York 19, N. Y.

American Social Hygiene Association
1790 Broadway
New York 19, N. Y.

Association for Family Living
28 East Jackson Blvd.
Chicago 4, Illinois

Better Vision Institute Inc.
Suite 3157, 630 Fifth Avenue
New York 20 N. Y.

Bicycle Institute of America
122 E. 42nd St.
New York 17, N. Y.

Bristol-Myers Co.
Educational Service Dept.
630 Fifth Avenue
New York 20, N. Y.

Bristol-Myers Co.
Products Division
45 Rockefeller Plaza
New York 20, N. Y.

Eastman Kodak Co.
Rochester 4, New York

General Mills Inc.,
Minneapolis, Minnesota

Higby Institute for Posture
Grand Rapids, Michigan

John Hancock Life Insurance Co.
Boston, Massachusetts

Lever Bros. Co.
50 Memorial Dr.
Cambridge 39, Massachusetts

Metropolitan Life Insurance Co.
1 Madison Avenue
New York 16, N. Y.

National Association for Mental Health, Inc.
1790 Broadway
New York 19, N. Y.

Nat'l. Committee for Mental Hygiene, Inc.
1790 Broadway
New York 19, N. Y.

National Dairy Council
111 N. Canal St.
Chicago 6, Illinois

National Education Association
1201 16th St., N. W.
Washington, D.C.

National Foot Health Council
The Phoenix Bldg.
Rockland, Massachusetts

National Foundation for Infantile Paralysis, Inc.
120 Broadway
New York 5, N. Y.

National Health Council
1790 Broadway
New York 19, N. Y.

National Livestock and Meat Board Dept. of Nutrition
407 S. Dearborn, Room 825
Chicago, Illinois

National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

National Society for the Prevention of Blindness, Inc.
1790 Broadway
New York 19, N. Y.

National Tuberculosis Association
1790 Broadway
New York 19, N. Y.

Proctor and Gamble Co.
Spring Grove Avenue
Cincinnati, Ohio

Public Affairs Pamphlets
22 E. 38th St.
New York 16, N. Y.

Science Research Association
57 W. Grand Avenue
Chicago 10, Illinois

Supt. of Documents
Government Printing Office
Washington 25, D.C.

SOME LOCAL SOURCES OF TEACHING HELPS AND MATERIALS AVAILABLE TO TEACHERS

ALCOHOLISM INFORMATION CENTER
1515 E. Osborn Rd.
Phoenix 14, Arizona

DISCUSSION GUIDES:
The Physiological Effects of Alcohol
Community Opinions on Alcohol Problems
Individual Attitudes toward Alcohol
Of Cats and People
Strictly for Teenagers
Exploring Alcohol Questions

ARIZONA CANCER SOCIETY
543 E. McDowell
Phoenix, Arizona

FILMS:
Sappy Homiens
Man Alive
The Traitor Within

FILM STRIPS:
To Smoke or Not to Smoke

BOOKLETS:
Shall I Smoke?
To Smoke or Not to Smoke
Teenagers and Cigarettes

TEACHING KIT:
Includes filmstrips, record, teachers guide and reference booklet
The Cancer Challenge to Youth

ARIZONA HEART ASSOCIATION
2816 N. 16th St.
Phoenix, Arizona

PAMPHLETS FOR TEACHERS:
If Your Child has Rheumatic Fever
Heart Disease in Children
101 *Questions and Answers About Your Child's Heart*
Innocent Heart Murmurs

PAMPHLETS FOR THE CHILDREN:
Heart Puzzle
Heart Quiz
Heart Diagram
The Circulatory System
How the Doctor Examines Your Heart

VISUAL AIDS FOR THE CLASSROOM:
Your Heart and How It Works
The Circulatory System

FILMS:
The Heart 16 mm b and w — 11 min.
Circulation of the Blood 16 mm color 8½ min.
Wonder Engine of The Body 16 mm b and w, 11 min.
FILM STRIPS
Your Blood Stream
Model of the Heart

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ARIZONA HIGHWAY DEPARTMENT
Traffic Safety Division
1739 West Jackson St.
Phoenix 7, Arizona

Sample material of the following are furnished and may be duplicated.
Operation of Bicycles and Play Vehicles
School Bus Safety Rules
Pedestrian Rights and Duties
Written Test for Bicycle Riders
Skill Development Exercises for Bicycles
School Crossing Manual

The following Safety Education Specialists will visit schools to provide assistance.

Ted A. Fowler, Arizona State College
Old Main Bldg.
Flagstaff, Arizona

George H. Hollis
8571 E. Appomattox St.
Tucson, Arizona

Carl D. Miller
College of Education
A.S.U.
Tempe, Arizona

ARIZONA PUBLIC SERVICE
Jack L. McDonald
P.O. Box 2591
Phoenix 2, Arizona

Arizona Public Service produces a pamphlet entitled *"Reddy For You"* — which lists all areas of help and is available upon request.

Arizona State Dental Association, A Booklet listing the films available in Arizona.

State Department of Health, *An Experiment in Oral Hygiene* — A Teacher's Guide.

ARIZONA TUBERCULOSIS AND HEALTH ASS'N., INC.
733 W. McDowell Rd.
Phoenix 7, Arizona

PAMPHLETS FOR TEACHERS:
Building a Better World
The Calcified Cliffs
Crusade of the Christmas Seal
Introduction to Respiratory Disease

PAMPHLETS FOR CHILDREN:
The Long Adventure
This Is Mr. T. B. Germ
T. B. Basic Facts in Basic English
Ways to Keep Well and Happy
What do you Believe About T. B.?
How to Guard Against Hidden T. B.
How Your Body Fights T. B.
Lassie: Tuberculin Testing

FILMS:
The Anatomy of a Disease
Are You Positive.

BLUE CROSS - BLUE SHIELD
Box 7115
Phoenix, Arizona

PAMPHLETS
Man Against Disease
Good Health — Key to Better Living

F.B.I. COLOR POSTER — State Department of Public Instruction

METROPOLITAN LIFE INSURANCE CO.
Park Central Office
3300 North Central
Phoenix, Arizona

PAMPHLETS FOR TEACHERS:
What Teachers See
Teachers Observations of School Children
Pounds and Inches
Polio Vaccination — A Challenge to Teachers
First Step in Health Education

PAMPHLETS FOR CHILDREN
Health Heroes Series
Marie Curie and The Story of Radium
Florence Nightingale and the Founding of The Profession of Nursing
Walter Reed and the Conquest of Yellow Fever
Health Through the Ages
About Us and Our Friends

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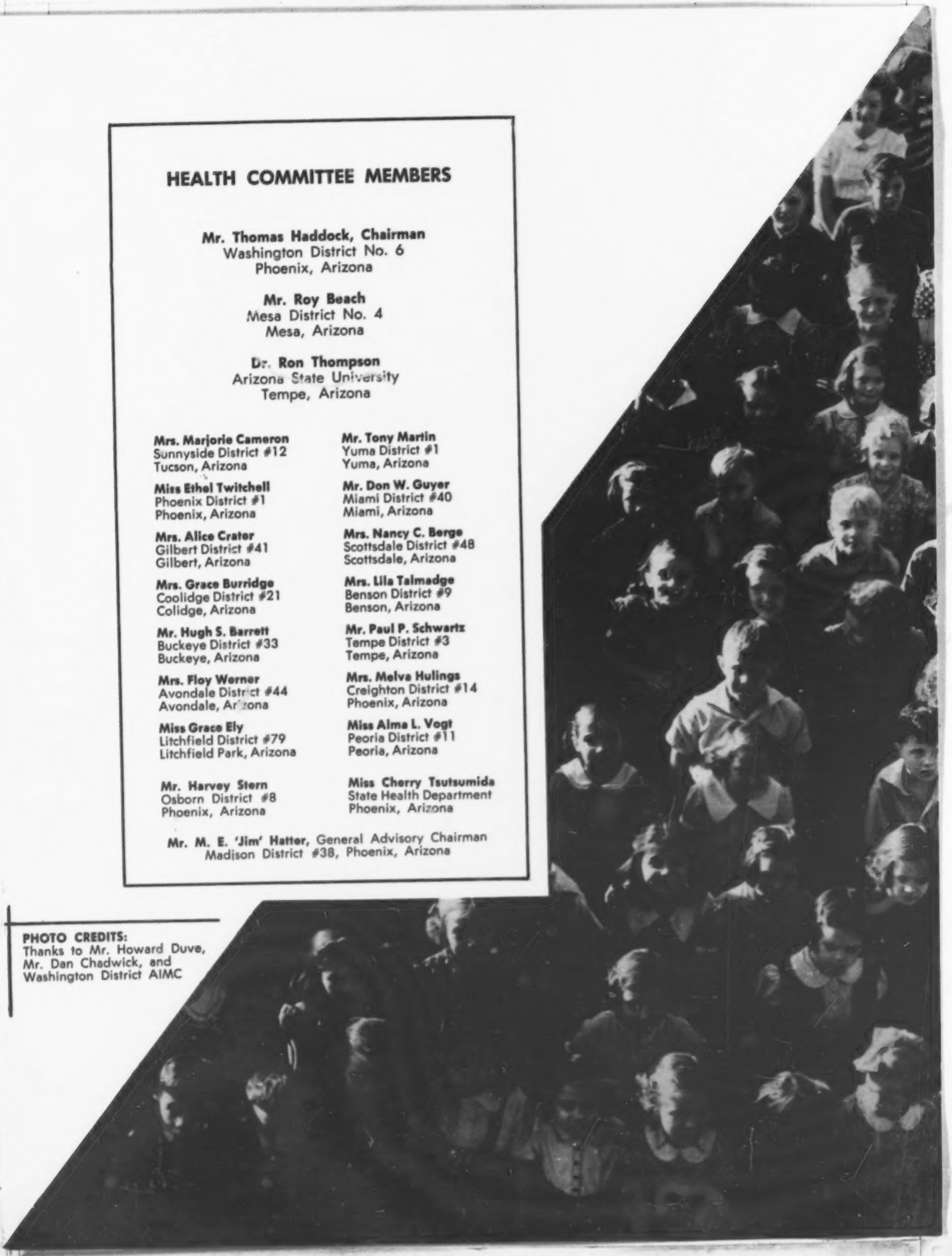

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